

Job Experience and Training (JET) Program

ABSTRACT

The Job Experience and Training (JET) program is a work-based learning program that is part of the comprehensive 4-H youth development program at Adventure Central, an urban education center in Dayton, Ohio. To address concerns that youth lack the skills essential for job success and are entering the workplace unprepared, Extension educators at Adventure Central created the JET program, a work-based learning program for teens. JET is conducted over a six-month period, culminating in an eight-week summer work experience in collaboration with a local park district. Supervisors and teens complete a performance appraisal measure based on 21st century skills at two points during the program. Both teens and supervisors provide written comments addressing teens' strengths and areas for growth, as well as comments on their satisfaction with the program itself. Overall, the experience appears to have produced improvements in teens' workforce skills, as evidenced by their own self-assessment and that of their supervisors.

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Program of Distinction Categories

Leadership, Citizenship, and Life Skills Categories

- Leadership Development
- Workforce Preparation

Healthy Lifestyles Categories

- Health & Fitness

Science, Engineering, and Technology Literacy Categories

- Natural Resources Education

Youth in Governance Categories

- Youth & Adult Partnerships

Organizational Strategies Categories

- Partnerships & Grants

Sources of Funding that Support this Program

- OSU Extension
- CYFAR New Communities Program (CSREES/USDA)
- Ohio 4-H Foundation
- Five Rivers MetroParks

Program Content

Knowledge and Research Base

Preparing youth for the workforce is a major concern in U.S. society. In the last 30 years, the skills required for youth to succeed in the economy have changed radically, but the skills emphasized in schools have not changed at the same pace (Levy & Murnane, 2006; Murnane & Levy, 1996; Partnership for 21st Century Skills, 2003; Secretary's Commission on Achieving Necessary Skills [SCANS], 1991). Thus, there is widespread concern that youth lack the skills essential for job success and are entering the workplace unprepared (Casner-Lotto & Barrington, 2006). The concern about youth work readiness comes not only from the business community – those on the receiving end of employees entering the workforce – but of those who work directly with youth to prepare them for a successful future.

Helping youth develop life skills and navigate the journey to successful employment has been a program focus at Adventure Central, a comprehensive youth development program based at an urban park facility, since the center opened in 2000. We recognize that developing applied skills for the workforce is crucially important for at-risk youth. Numerous obstacles, such as the rising demand for technical skills and the emphasis on applied skills in the 21st century, translate into serious challenges for workers of color, particularly in urban communities (Moss & Tilly, 2001). Urban minority youth face career development challenges including the extent to which there are opportunities for exposure to role models, to obtain work experiences as teens, and the support available in making career decisions (Constantine, Erickson, Banks, & Timberlake, 1998).

Opening doors to high quality jobs through experiences that build applied skills and expand their view of career opportunities is critical. Many minority youth may lack self-awareness; in addition, they often are not aware of educational opportunities available to them, are not aware of what is required to meet their career goals, or both. Minority youth also show poor academic performance as reflected in grades and proficiency test outcomes. The end result is that too often these students never attain what they need to pursue their career interests. Furthermore, it may be challenging for younger teens to find income-earning opportunities. As they get older, teens may be in a position of needing to choose between working or participating in a youth organization.

Consequently, it has become increasingly important to provide youth with (a) opportunities to develop the basic skills and competencies necessary to succeed in the workplace, and (b) experiences, information, and guidance that will lead to good decisions and plans for the future. To address these problems, workforce preparation was identified as an important component of Adventure Central's programming.

It is clear from the literature that programs to address 21st century skills are urgently needed. Workforce preparation activities help young people learn about the world of work by engaging in real-life activities that help them explore career options. These programs are designed to teach young people the career-related skills necessary for success, and generally encourage them to be prepared for a variety of different careers. After-school programs have been suggested as the ideal place to focus on developing skills needed for the 21st century workforce (Schwarz & Stollow, 2006). After-school programs can promote work-based learning experiences as practical opportunities that integrate work and learning. They can involve performing real work that is structured, supervised by an on-site adult mentor, and evaluated.

Effective workforce preparation programs must make an effort to incorporate youth development principles. Researchers concur that opportunities to hold meaningful roles and carry out real responsibilities are important to adolescents, as they are critical to the development of both initiative and identity (Eccles & Gootman, 2002; Kroger, 2000; Larson, 2000). Adults must offer the appropriate balance of support as youth take on new responsibilities (Eccles & Gootman, 2002; Larson, Hansen, & Walker, 2005). Such relationships are critical in providing a safe and supportive environment for youth to take on new challenges and develop their skills.

The quality of the work experience is an important consideration. Hamilton and Hamilton (1997) recommended several principles of work-based learning, such as challenging work, an opportunity to gain personal and social competence, and clear expectations and feedback, all of which are in line with recommended practices in youth development programming. Applying youth development principles to program design is particularly important in light of conflicting research on the risks and benefits of adolescent employment.

Needs Assessment

A gap between skills desired by employers and the skills those entering the workforce possess has been the subject of research publications, white papers, and the popular press (e.g., Business & Higher Education Forum, 2003; Casner-Lotto & Barrington, 2006; Peter D. Hart Research Associates, 2005; SCANS, 1991). Although those surveyed and the intended audience of the publications vary from youth development and K-12 education to higher education and the business sector, the message is the same: The nature of work has changed, there is a widening gap between the skills employers need and the capabilities of new entrants to the workforce, and the issue is very important for our future.

Past research has shown that women and minorities avoid science-oriented fields (Leslie, McClure, & Oaxaca, 1998). Historically, African American students have shown little interest in natural resource-related careers (e.g., Kuhns, Bragg, & Blahna, 2002; Leatherberry & Wellman, 1988). While relatively little research has been done on the way inner-city youth perceive nature, some research has shown that urban youth often express a fear of nature and are not comfortable in nature (Walls, 1994). In Ohio and nationally, there is a concern about the low numbers of minority youth choosing park-related careers (L. Modic, personal communication, July 1, 2004). There are challenges faced by urban racial and ethnic minority youth in terms of career development in general (Constantine et al., 1998), and particularly in relation to their consideration of careers with under-representation of minorities. A number of these barriers may be addressed by creating workforce preparation programs for teens.

A key local stakeholder identified workforce preparation as a specific area of interest. Five Rivers MetroParks is one of the main partners that support Adventure Central in terms of staffing, financial support, and a facility. As part of a strategic planning process, MetroParks identified job training for teens – specifically in the area of parks-related careers with urban youth – as a priority. MetroParks' interest in this programmatic area and their willingness to support this program financially, combined with the clear need described above, make this program a priority for Adventure Central and creates a special niche of workforce preparation programming with a focus on parks-related careers.

Program Goals and Objectives

Workforce preparation programs are designed to introduce young people to the world of work and to develop the workforce skills necessary for success through active participation in work experiences.

The JET program has two major goals:

1. Develop meaningful job skills in teens, and
2. Provide a service to the public.

Specific objectives of the program to accomplish the overall goals include:

1. Youth are supervised and their performance is evaluated at the end of the work-based learning experience using self-assessment and performance appraisal measures that provide an assessment of 21st century skills.
2. Youth participate in experiential learning activities by utilizing the experiential learning model, reflective journaling, and bi-weekly team discussions to process work experiences.
3. Youth perform real work that provides a meaningful service to the public consistent with site and agency goals for a period of eight-weeks.

Target Audience

Adventure Central is located in an urban area of west Dayton, Ohio. The neighborhood surrounding Adventure Central is approximately 94% African American with a median annual income of just over \$18,000. Primary emphasis for Adventure Central's program is placed on serving youth and their families from within a few miles of the facility. To participate in the JET program, youth are self-referred or referred to the program by an agency, school personnel, parent, or other concerned adult. JET program participants are youth between the ages of 12 and 18 years old and their adult worksite supervisors.

Type of Program

Special Interest/Short-term program/Day Camp – Workforce preparation program with teens and adults involved in a variety of learning/work experiences over a six-month period.

Delivery Methods

Workforce preparation programming has been implemented at Adventure Central, in various forms, since 2000. In essence, JET is a program-within-a-program, because it is able to build on the existing after-school programming and relationships between the youth participants and Adventure Central adult staff. JET operates over a period of six months from March through August, culminating in an eight-week work experience. Adventure Central's focus on science and nature, as well as the connection to the larger MetroParks system, provides an ideal chance to expose youth to parks-related career options.

All eligible youth (age 12 and up) are encouraged to attend an informational open house held to explain the program components as well as a workshop on completing applications and participating in an interview. Interested youth complete an application and participate in an interview for a work experience in one of the following six areas: youth education, nutrition, clerical, parks services, information technology, or outdoor recreation. After being selected, teens receive training on how

to be successful in the workplace. At the beginning of the summer work experience, a one-day orientation for all teen and adult participants reviews youth-adult partnerships, experiential learning, work expectations, and the performance appraisal process. All JET participants complete self-directed learning journals and attend team meetings every two weeks to enhance the experiential learning process. Selected youth also have an opportunity to compete in 4-H Workforce Preparation Day at the Ohio State Fair where they demonstrate skills gained. Finally, a celebration is held to culminate the end of the work experience.

All teen positions are structured, supervised, and evaluated work experiences based on workplace competencies. MetroParks facilities serve as placement sites, and adults at each participating worksite agree to serve as supervisors. There are two classifications of positions in the JET program, teen assistants and teen apprentices. Teen assistants are volunteer positions that receive gift certificates as recognition and typically provide service 30 hours per week. Teen apprentices are full-time paid positions through Ohio State University Extension. A small number of teen apprentice positions provide an opportunity for increasing responsibility and reward with determination being based on past performance in JET and the interview process, taking their age and labor laws into account. Through this process 20 teens have been selected to participate each year.

Curricula and Educational Materials

Curriculum and educational materials used were identified, developed, or adapted from existing materials by Extension professionals. Existing materials used for the program planning and training include:

- Activities from *Youth-Adult Partnerships: A Training Manual* (2003) by the Innovation Center (used for orientation/training with teens and adults)
- Experiential learning lessons from *Moving Ahead: Preparing the Youth Development Professional* (1995) by the USDA/Army School Age & Teen Project (used for orientation/training with teens and adults)

Educational materials developed specifically for this program include:

- Application & Interview Skills Resource (teaching outline and handouts for workshop with teens)
- JET Supervisor Training Manual (used for training and supervisor support)
- Performance Appraisal (completed by supervisors at Week 2 and Week 8; completed by teens and supervisors together at the conclusion of the work-based learning program)
- Teen Self-Assessment (completed by teens at the conclusion of the work-based learning program)
- Job Experience and Training Journal (completed by teens throughout the work-based learning program and used for discussion during meetings)

***Note** – some of these materials are currently available online at <http://www.ohio4h.org/workforceprep/>; others are in development for publication.

Teamwork and Collaboration

Adventure Central is a unique partnership with Ohio State University Extension, 4-H Youth Development and Five Rivers MetroParks in Dayton, Ohio. Five Rivers MetroParks supports Adventure Central with staffing, financial support through an

operating budget, and a facility. MetroParks also provides job placement sites in the park system for the JET program and staff to supervise the teens.

The JET program has received employment support from two local job training programs. YouthWorks (a summer employment program sponsored by the Montgomery County Department of Jobs and Family Services) and Dayton Urban League assist the program with fiscal support for teen positions by employing teens in their program and using JET for their job site placement.

Program Evaluation

a. Methods

Methods of obtaining evaluation data for the JET program include the following:

1. Documenting the number of youth placed at worksites;
2. Reviewing attendance records;
3. Meetings and interviews with supervisors (before, during, and post-program);
4. One-on-one and group meetings with teens;
5. Performance appraisals assessing strengths and areas for growth;
6. Completion of youth self-reflection journals;
7. Youth self-assessment using a retrospective pre-post method;
8. Post-program event (Ferrari, Arnett, & Cochran, 2008)

The purpose of the JET evaluation was two-fold. The first objective was to determine if the goals of the program were reached, that is, that the youth gained workforce skills. Secondly, we wanted to be sure that both teens and the adult worksite supervisors found the program worthwhile (i.e., the teens performed a public service for the park, and it was worth their time and effort to participate).

b. Process Evaluation

Process evaluation information was collected throughout the program. Examples specific to teens include: teen attendance at educational sessions and orientations, the number of teens who turned in applications, that teens showed up to work (confirmed by performance appraisals), that teens processed with supervisors or program staff when issues arose, teens sharing at the bi-weekly team meetings and completing all components of their journals specifically and the program in general. In addition, we asked teens for their suggestions in an open-ended question collected at the time they completed their final self-assessment.

Program administrators and supervisors provided input regarding the process during and after the program. In addition to contact throughout the program, supervisors' satisfaction was collected in a series of interviews held in the month following the program's completion. We also developed open-ended questions to elicit the worksite supervisors' feedback about the experience from their perspective. The questions addressed the overall experience, their satisfaction with the support provided by Adventure Central staff, the training provided, the use of the performance appraisal process, and their suggestions for improvement.

Suggestions made by supervisors and teens, as well as observations from program staff, were taken into account during the current program and for the next round of program offerings.

c. Outcome Evaluation

As part of the evaluation process at the conclusion of the summer work experience, teens provided two ratings of their skills in the SCANS areas using a

retrospective pre-post format (Rockwell & Kohn, 1989). A performance appraisal measure was created to provide an assessment of workplace skills, which were defined by SCANS (1991) competencies and foundation skills. The areas evaluated included basic skills, thinking skills, and personal qualities as well as abilities to productively use resources, process information, demonstrate interpersonal skills, understand systems, and use technology. The resulting measure had 30 items. The four-point response scale ranged from *strongly disagree* (1) to *strongly agree* (4). This measure was assessed for face validity by two youth development specialists. In 2007, the performance appraisal was updated to reflect workforce skills as noted in Skills for Success in the Knowledge Economy (Cochran & Lekies, 2008). However, evaluation data reflected here is based on the previous SCANS version.

To gain their perspective, we also asked youth an open-ended question about the most important thing they gained from being in the JET program. Overall, the experience appears to have produced improvements in youths' workforce skills, as evidenced by their own self-assessment and that of their supervisors (See Tables 1 and 2). From the teens' perspective, they experienced gains in workforce skills. Most of the supervisors agreed that the teens demonstrated workforce skills and personal qualities; there were very few "disagree" ratings (Table 3).

Teens reported the most growth in the following areas (Table 4):

- Demonstrating self-motivation;
- Organizational systems (understanding the organization and their place in it as well as making suggestions to improve the organization);
- Wise use of resources (e.g., time and materials);
- Asking questions to clarify information;
- Listening and verbal communication skills;
- Demonstrating responsibility; and
- Problem solving

Supervisors rated teens as gaining the most in the following areas (Table 5):

- Meeting scheduled deadlines;
- Working well with people of diverse backgrounds;
- Being a team player; and
- Problem solving

Three themes reoccurred in the teens' self-reported data about the most important thing they gained from being in the program (Table 6):

1. Teens learned knowledge related to specific jobs;
2. Teens learned specific workforce skills; and
3. Teens learned about the world of work more generally.

d. Communication to Stakeholders

At the local level, presentations have been given to the Five Rivers MetroParks Board of Directors, committees, and various staff members. A family newsletter is sent out through Adventure Central, which informs families of the events and impacts of JET. Finally, the end of the program celebration is a culminating event for the teens, parents, and worksite supervisors who participated in the JET program. Representatives from Ohio State University Extension and Five Rivers MetroParks are also invited to this event.

At the state and national level, program evaluation results have been shared through numerous posters, presentations, and other scholarly works. Impact reports have been sent to the Ohio 4-H Foundation. Program staff and participants have also presented at Ohio 4-H Foundation events.

Evidence of Sustainability

The JET program has now been in operation since 2002. The program has grown in the number of youth served, the number of worksite placements, and the program quality and features. Through a competitive application process, the program offers 20 positions, all of which have been filled every year. Building from teen volunteer positions with gift card recognition and then adding in paid positions as need and demand was demonstrated has been a successful model. Efforts in 2008 to enhance the model included a year-round program offering that supported Adventure Central's after-school program. In addition, annual support for funding through grants and Five Rivers MetroParks base funds has increased. The base of support for the program has grown substantially both through fiscal support and staffing support. The building and sustaining of relationships with Five Rivers MetroParks and others who collaborate with job site placement is a testament to the program's sustainability. The program's success has also been enhanced by the Five Rivers MetroParks staff appreciating the work done by the teens. They have come to recognize their ability to provide this great developmental opportunity for teens, and appreciate being able to view the work they do through another perspective. Thus, there is a reciprocal benefit to their involvement in JET. This perception appears to strengthen their feelings as to the value of the program and has created long term support from sites even through staff turnover.

Replicability

Because after-school programs have been suggested as an ideal place to focus on developing skills needed for the 21st century workforce (Schwarz & Stollow, 2006), the information gained from our experience with JET has implications for designing and evaluating additional work-based learning programs for teens that take place in an after-school context. JET is a program that incorporates principles of youth development and workforce preparation. Although the JET program is focused on parks-related careers, the model could be applied in many different career areas. It is critical to remember that the JET program is embedded in a holistic positive youth development program at Adventure Central (see Cochran, Arnett, & Ferrari, 2007). This is an important consideration for anyone interested in replicating a similar program.

Based on our experience, some key ingredients are needed for success. Among the components needed for replication are (a) establishing partnerships for worksite placements; (b) obtaining a strong commitment from adults serving as worksites supervisors; (c) conducting skill-building sessions to set participants up for success; (d) having clear expectations and duties for all participants, both teens and adults; (e) making good matches between teens and worksite placements; (f) using performance appraisal and self-assessment strategies, including reflection; (g) engaging in continual monitoring to ensure everything is on target; (h) seeking grant funding or partnerships to fund salaries or incentives for youth; (i) evaluating the process and outcomes of the program; and (j) communicating results to stakeholders.

Rationale and Importance of Program

After-school programs have been suggested as an ideal place to focus on developing skills needed for the 21st century workforce (Schwarz & Stolor, 2006). As well, because work often conflicts with teens' participation in out-of-school time programs (Pittman, Yohalem, Wilson-Ahlstrom, & Ferber, 2003), it makes sense to keep teens engaged by offering work-based learning programs within the context of a comprehensive after-school program. Although many communities have summer work programs that focus on paying teens to do work, they typically place youth in low-skill jobs; our approach is to provide a meaningful, guided experience that allows youth to reflect on and learn from their work experience gaining skills that will transfer to other settings.

Work-based learning programs such as JET are important because many of the skills needed for workforce success develop over time and must be learned through active participation. Halpern (2006) suggested that the work-based learning model is a good developmental fit for teens because it provides an opportunity to get good at something, experiment, and receive just-in-time teaching through feedback and learning from mistakes.

There are challenges faced by urban racial and ethnic minority youth in terms of career development in general (Constantine, Erickson, Banks, & Timberlake, 1998), and particularly in relation to their consideration of careers with under-representation of minorities. A number of these barriers may be addressed by creating workforce preparation programs for teens. Lease (2006) suggested that because interests are important to the prediction of considered occupations, a range of early intervention experiences, including what she describes as "volunteer or fieldwork experiences" would provide more information on the world of work.

Successful work-based learning programs empower young people to be an active participant in their future by taking control of their own learning and experiences. Given the concerns expressed about the need for young people to develop workforce skills, we feel the JET program is a good model for engaging teens in meaningful service to the public and developing workplace skills and competencies that they can apply now and in the future.

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Appendix Table 1 JET Teen Participants' Retrospective Pre-Post Performance Appraisal (N=20)									
SCANS Competencies and Foundation Skills		Beginning (Wk. 2) <i>f (%)</i>				End (Wk. 8) <i>f (%)</i>			
		1	2	3	4	1	2	3	4
1	Uses time wisely.		15	60	25		5	10	85
2	Uses materials and space efficiently.			45	55			10	90
3	Meets scheduled deadlines.		15	35	50			15	85
4	Demonstrates self-motivation.		15	35	50			10	90
5	Is prepared for routine tasks and duties.			50	50		5	5	90
6	Works well with clients.	5	15	0	80		5	5	90
7	Is a team player.			25	75			5	95
8	Works well with people of diverse backgrounds.			20	80		5	5	90
9	Displays a positive attitude.		5	35	60			10	90
10	Acquires and organizes information appropriately.		10	40	50			10	90
11	Asks questions to clarify information. (N=19)	10	16	37	37		5	32	63
12	Is able to communicate information learned to others.		5	35	60		5	20	75
13	Understands the organization and their place in it. (N=19)	5	10	47	37			21	79
14	Offers suggestions for improvements in the workplace when appropriate.	5	0	55	40			15	85
15	Uses technology when appropriate.			55	45			25	75
16	Maintains and troubleshoots equipment issues. (Wk. 2 N=19)		11	21	68		5	5	90
17	Asks questions when encountering new technologies.		10	40	50			21	79
18	Communicates well in writing.	10	5	30	50		10	30	60
19	Is a good listener. (Wk 2 N=19)		5	37	58		5	5	90
20	Communicates well verbally.		10	35	55			5	95
21	Demonstrates good decision making.		10	30	60			30	70
22	Acquires and applies new knowledge.		10	30	60			15	85
23	Demonstrates creative thinking.			35	65		5	10	85
24	Adapts to change positively. (Wk 2 N=19)		16	21	63			15	85
25	Demonstrates responsibility.		5	30	65			10	90
26	Takes and applies constructive criticism.		10	25	65			15	85
27	Maintains proper work appearance.			15	85		5	10	85
28	Is respectful.			10	90			10	90
29	Problem solves before going to supervisor.	5	15	35	45			15	85
30	Asks for help when needed.		20	15	65			20	80

Appendix Table 1								
JET Teen Participants' Retrospective Pre-Post Performance Appraisal (N=20)								
SCANS Competencies and Foundation Skills	Beginning (Wk. 2) <i>f (%)</i>				End (Wk. 8) <i>f (%)</i>			
	1	2	3	4	1	2	3	4

Rating scale: (1) strongly disagree, (2) disagree, (3) agree, (4) strongly agree

Table 2 Adult Worksite Supervisors' Performance Appraisal of JET Teen Participants									
SCANS Competencies and Foundation Skills		Beginning (Wk. 2) <i>f (%)</i>				End (Wk. 8) <i>f (%)</i>			
		1	2	3	4	1	2	3	4
1	Uses time wisely.		10	58	32		10	60	30
2	Uses materials and space efficiently. (Wk 2 N=18)		6	67	28		5	65	30
3	Meets scheduled deadlines. (Wk 2 N=18)		6	83	11		5	55	40
4	Demonstrates self-motivation.		5	68	26		15	40	45
5	Is prepared for routine tasks and duties.		5	79	16		5	65	30
6	Works well with clients.			74	26			60	40
7	Is a team player.		5	68	26			50	50
8	Works well with people of diverse backgrounds. (Wk 2 N=17; Wk 8 N=19)			94	6			47	53
9	Displays a positive attitude.		11	47	42		10	45	45
10	Acquires and organizes information appropriately. (Wk 2 N=18 Wk 8 N=19)			83	17			90	10
11	Asks questions to clarify information. (Wk 2 N=12; Wk 8 N=19)			67	33		11	63	26
12	Is able to communicate information learned to others. (Wk 2 N=13; Wk 8 N=16)			77	23			69	31
13	Understands the organization and their place in it. (Wk 2 N=3; Wk 8 N=13)				100			92	8
14	Offers suggestions for improvements in the workplace when appropriate. (Wk 2 N=10)			80	20			80	20
15	Uses technology when appropriate. (Wk 2 n=14; Wk 8 N=18)			86	14		6	78	17
16	Maintains and troubleshoots equipment issues.		5	68	26			65	35
17	Asks questions when encountering new technologies. (Wk 2 N=16; Wk 8 N=18)			63	37			61	39
18	Communicates well in writing. (Wk 2 N=7; Wk 8 N=15)			71	29			80	20
19	Is a good listener. (Wk 2 N=18)		5	67	28		10	50	40
20	Communicates well verbally.		16	47	37		5	60	35

Table 2 Adult Worksite Supervisors' Performance Appraisal of JET Teen Participants									
SCANS Competencies and Foundation Skills		Beginning (Wk. 2) <i>f (%)</i>				End (Wk. 8) <i>f (%)</i>			
		1	2	3	4	1	2	3	4
21	Demonstrates good decision making. (Wk 2 N=18)		6	72	22		10	55	35
22	Acquires and applies new knowledge. (Wk 2 N=16)			81	19			75	25
23	Demonstrates creative thinking. (Wk 2 N=13)			61	39		10	55	35
24	Adapts to change positively. (Wk 2 N=17; Wk 8 N=19)		6	59	35			58	42
25	Demonstrates responsibility. (Wk 8 N=19)		5	58	37		5	53	42
26	Takes and applies constructive criticism. (Wk 2 N=10; Wk 8 N=19)			60	40		5	68	26
27	Maintains proper work appearance. (Wk 8 N=19)		5	58	37			74	26
28	Is respectful. (Wk 2 N=18; Wk 8 N=19)			44	66			47	53
29	Problem solves before going to supervisor. (Wk 2 N=13; Wk 8 N=19)			92	8			68	32
30	Asks for help when needed. (Wk 2 N=16; Wk 8 N=19)		6	56	38			68	32

Week 2 N=19 unless otherwise noted. Week 8 N=20 unless otherwise noted.

Rating scale: (1) strongly disagree, (2) disagree, (3) agree, (4) strongly agree

Table 3 Workforce Skills Identified as Strengths	
Examples of Teen Self-Assessment	Examples of Supervisor Assessment
"I think that I work well with all sorts of people." "I think that the decisions I make are good ones; I think I apply knowledge fast." "I have learned to come up with ideas on the spot."	"She was self-motivated and eager to help. She gave her input and worked as a team member." "Very conscientious and reliable; conducts herself in a professional manner; works very well independently." "She is a natural leader, fast-paced worker, self-motivated, and a good decision maker."

Note. Strengths identified at end of program (Week 8).

Table 4 Examples of Improvements Identified by Teens
"There have been a few times when I haven't been well prepared or ready on time, but I think I have made a very big improvement thanks to my supervisor." "Over the last couple of weeks I have really figured out my place in the program. Now I must apply myself 100%." "There have been many times when I have had a problem with trouble shooting, but I think I have gotten the hang of it." "Adapts to change positively was kind of challenging, working with one specific co-worker, but I learned how to adapt to his personality and appearance; if I had to do the JET program again I would like to do it with him again."

Table 5 Comparison of Supervisors' Early and Late Performance Appraisals of Workforce Skills	
Week 2	Week 8
"Can stand to sharpen his constructive criticism outlook. Instead of getting offended, take what is being said in a positive way."	"Very good job! He has worked on his constructive criticism issue a lot."
"Spends a lot of time talking to others and not getting the job done."	"Tries to use time more wisely by being more active in children's activities."
"He needs to work on his decision making skills a little. Instead of walking around or playing, find something to do in your work area."	"His decision making ability has improved. He has been working more than he has been walking away."

Note: These responses reflect the supervisors' assessment for the same teen from Week 2 to Week 8.

Table 6 What Teens Learned Most from Participation in JET	
Theme	Representative Responses
Teens learned specific workforce skills.	"Responsibility is the most important thing I gained being in the JET Program." "I have learned how to make a change if I need to learn something new." Communication "is the key and teamwork can help you solve lots of things."
Teens learned about the world of work more generally.	"To learn how a job works and what you have to deal with." "The most important thing I learned was getting the opportunity to have a real job and fill out an application and take an interview."
Teens learned knowledge related to specific jobs.	"Work with plants." "The most important thing I gained being in Adventure Central's JET Program is working outside."